

CURRICULUM

FOR

ADVANCED PIANO

GRADES 10 -12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

**Joseph Elefante, Program Supervisor of Fine & Performing Arts, Family & Consumer Science, and
Technology Education**

The Board acknowledges the following who contributed to the preparation of this curriculum.

Robert Van Wyk

Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
Advanced Piano
Grades 10 -12

Date of Board Adoption:
October 28, 2020

RAHWAY PUBLIC SCHOOLS CURRICULUM

Advanced Piano: Grade 10-12

PACING GUIDE

Unit	Title	Pacing
1	A Review of the Piano	2 weeks
2	Advancing Musicianship through Piano Repertoire	4 weeks
3	Advancing Musicianship through Piano Repertoire II	4 weeks
4	Advancing Musicianship through Piano Repertoire III	6 weeks
5	Introduction to Jazz Piano	6 weeks
6	Introduction to Pop Piano	6 weeks
7	Responding to Music as an Accomplished Pianist: Evaluating Music and Music Performance	6 weeks
8	Responding to Music as an Accomplished Pianist: Understanding Music in Relation to History and Culture	6 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc....). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps.

<ul style="list-style-type: none"> ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<ul style="list-style-type: none"> ● Allow copying from paper/book. ● Give student a copy of the class notes. ● Provide written and oral instructions. ● Differentiate reading levels of texts (e.g., Newsela). ● Shorten assignments. ● Read directions aloud to student. ● Give oral clues or prompts. ● Record or type assignments. ● Adapt worksheets/packets. ● Create alternate assignments. ● Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted. ● Allow student to resubmit assignments. ● Use small group instruction. ● Simplify language. ● Provide scaffolded vocabulary and vocabulary lists. ● Demonstrate concepts possibly through the use of visuals. ● Use manipulatives. ● Emphasize critical information by highlighting it for the student. ● Use graphic organizers. ● Pre-teach or pre-view vocabulary. ● Provide student with a list of prompts or sentence starters that they can use when completing a written assignment. ● Provide audio versions of the textbooks. ● Highlight textbooks/study guides. ● Use supplementary materials. ● Give assistance in note taking ● Use adapted/modified textbooks. ● Allow use of computer/word processor. ● Allow student to answer orally, give extended time (time-and-a-half). ● Allow tests to be given in a separate location (with the ESL teacher). ● Allow additional time to complete assignments and/or assessments. ● Read question to student to clarify. ● Provide a definition or synonym for words on a test that do not impact the validity of the exam. ● Modify the format of assessments. ● Shorten test length or require only selected test items. ● Create alternative assessments. ● On an exam other than a spelling test, don't take points off for spelling errors.
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UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Review of the Piano

Target Course/Grade Level: Advanced Piano, Grades 10 – 12

Unit Summary: Students will review the instrument. Students will review all major scales. Students will review all diatonic chords in C Major. Students will continue to develop playing in multiple positions, building chords, building technical ability, and developing both hands to play simultaneously and independently using repertoire from a variety of genres, styles, cultures, time periods.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3D.12nov.Cr1a.** Create melodic, rhythmic and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies.
- 1.3D.12int.Cr1a.** Create melodic, rhythmic and harmonic ideas for melodies over specified chord progressions or AB/ABA forms as well as two to three-chord accompaniments for given melodies
- 1.3C.12int.Pr5a.** Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- 1.3C.12int.Pr5a.** Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- 1.3C.12prof.Pr5a.** Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- 1.3C.12nov.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- 1.3C.12int.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
- 1.3C.12int.Pr6b.** Demonstrate an understanding of the context of the music through prepared and improvised performances.
- 1.3C.12prof.Pr6b.** Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
- 1.3C.12nov.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3C.12int.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1. Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2. Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3. Investigate new challenges and opportunities for personal growth, advancement, and transition.

Interdisciplinary Connections and Standards:

- RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Core SEL Competencies

Self-Awareness: The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Self-Management: The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

Responsible Decision Making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

Unit Understandings:

Students will understand that...

- Utilizing music terminology and reading music is imperative to musical keyboarding.
- The students will be able to recognize notes, chord symbols, and musical terminology that will enhance their performing experience.
- Performing musical works allows a student to expand his/her musical knowledge.
- Performing with correct fingerings maximizes efficiency and achievement
- Coordination and independence of both hands on the piano is a lifelong musical skill

Unit Essential Questions:

- What are the intervals found in a major scale?
- What are major, minor, diminished chords?
- What are playing positions?
- How do I know which position to use on the piano?
- What is the hierarchy of rhythm?
- What are half steps and whole steps?
- What is a chromatic scale?
- How do I perform two different things in two different hands?

Knowledge and Skills:

Students will know...

- All 12 major scales.
- C chromatic scale.
- How to perform using C position, G position and shared C position.
- The hierarchy of rhythm.

Students will be able to...

- Perform all 12 major scales.
- Perform a C chromatic scale.
- Perform using a C position, G position and shared C position.
- Transition between simple chord progressions in the right and left hands.
- Perform in multiple time signatures and key signatures.

- Perform melody and accompaniment in different hands at the same time.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **Performance Hearing/Quiz:** Quizzes assess students for factual information, concepts, and discrete skills. (may utilize online or recording resources)
- **Self-Assessment:** A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals, and plan the next steps in their learning.
- **Student Conference:** One-on-one conversations with students to check their level of understanding.
- **Verbal Checks for Understanding:** Students make connections, support ideas with evidence, and demonstrate their understanding by answering questions about the content. Questions might be asked about the following: characteristics, relationships, examples, similarities and differences, problems to solve, criteria for judging, conclusions to be drawn, evidence to support a conclusion, alternatives, or different approaches to consider.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Warmups and Exercises:** Without the keyboard, practicing fingering 1 - 5 on both the right hand and left hand, practicing separately and together
- **Exercises:** Finger Buster - performing a combination of 1 - 2, 1 - 3, 1 - 4, 1 -5 on both the right hand and left hand, practicing separately and together
- Fingering Position Changes in a C Major Scale - right hand
- **Playing as an Ensemble:** performing classroom exercises with the audio speakers on, listening and performing together as an ensemble
- Actively participate in any classroom discussions
- Handouts or Worksheets as needed
- Peer or Self Journal/Responses
- Various media examples, including YouTube.com clips
- Rehearsal Assessments
- Performance Assessments

Suggested Repertoire:

Standing in the Need of Prayer
Alouette
The Can Can

RESOURCES

Teacher Resources:

- Lesson Plans
- <http://www.YouTube.com>
- Palmer, W, Manus, M, Lethco, A. *Alfred Adult Piano Method, Book One*. Los Angeles: Alfred Publishing Company.
- Elliott, D. (2014). *Music Matters: A New Philosophy of Music Education*. Second edition. New York: Oxford University Press.
- Reimer, B. (2002). *A Philosophy of Music Education*. Third edition. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Alsobrook, Joseph (2002). *Pathways: A Guide for Energizing & Enriching Band, Orchestra & Choral Programs*. First Edition. Chicago, IL. Gia Publications.
- Edgar, Scott N. (2019). *Music Education and Social Emotional Learning*. First Edition. Chicago, IL. Gia Publications

Equipment Needed:

- Computers
- Internet Connectivity
- LCD Projector
- White Board
- Electric Keyboard
- Sound System

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Advancing Musicianship through Piano Repertoire

Target Course/Grade Level: Advanced Piano, Grades 10 – 12

Unit Summary: Students will continue to develop playing in multiple positions, building chords, building technical ability, and developing both hands to play simultaneously and independently using repertoire from a variety of genres, styles, cultures, time periods.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3D.12nov.Cr1a.** Create melodic, rhythmic and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies.
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Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1. Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
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- 9.4.12.CI.3. Investigate new challenges and opportunities for personal growth, advancement, and transition.

Interdisciplinary Connections and Standards:

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- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Core SEL Competencies

Self-Awareness: The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Self-Management: The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

Responsible Decision Making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

Unit Understandings:

Students will understand that...

- Utilizing music terminology and reading music is imperative to musical keyboarding.
- The students will be able to recognize notes, chord symbols, and musical terminology that will enhance their performing experience.
- Performing musical works allows a student to expand his/her musical knowledge.
- Performing with correct fingerings maximizes efficiency and achievement.
- Coordination and independence of both hands on the piano is a lifelong musical skill.

Unit Essential Questions:

- What is a natural minor scale?
- What is the hierarchy of rhythm?
- What are half steps and whole steps?
- What is a chromatic scale?
- How do I perform two different things in two different hands?
- What is a broken chord accompaniment?

Knowledge and Skills:

Students will know...

- All 12 major scales.
- C chromatic scale.
- A and D natural minor scale.
- How to perform using F position, A minor, and D minor.
- The hierarchy of rhythm.
- How to rehearse two independent parts in two hands.

Students will be able to...

- Perform all 12 major scales.
- Perform a C chromatic scale.
- A and D natural minor scale.
- How to perform using F position, A minor, and D minor.

- Transition between simple chord progressions in the right and left hands.
- Perform in multiple time signatures and key signatures.
- Perform melody and accompaniment in different hands at the same time.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **Performance Hearing/Quiz:** Quizzes assess students for factual information, concepts, and discrete skills. (may utilize online or recording resources)
- **Self-Assessment:** A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals, and plan the next steps in their learning.
- **Student Conference:** One-on-one conversations with students to check their level of understanding.
- **Verbal Checks for Understanding:** Students make connections, support ideas with evidence, and demonstrate their understanding by answering questions about the content. Questions might be asked about the following: characteristics, relationships, examples, similarities and differences, problems to solve, criteria for judging, conclusions to be drawn, evidence to support a conclusion, alternatives, or different approaches to consider.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Warmups and Exercises:** Without the keyboard, practicing fingering 1 - 5 on both the right hand and left hand, practicing separately and together
- **Exercises:** Finger Buster - performing a combination of 1 - 2, 1 - 3, 1 - 4, 1 - 5 on both the right hand and left hand, practicing separately and together
- Fingering Position Changes in a C Major Scale - right hand
- **Playing as an Ensemble:** performing classroom exercises with the audio speakers on, listening and performing together as an ensemble
- **One Hand then the Other:** As repertoire difficulty increases and simultaneous parts become increasingly demanding. It is beneficial to practice one hand, then the other and then search for common threads between them two. On which beats or parts of the beat do the hands meet up?
- **Chord/Scale Analysis:** As repertoire difficulty increases, students can benefit from breaking down music into zones. Measure 1 - 4 is in A minor but Measure 5 - 6 is in D minor. These simple moments of analysis bring clarity and simplify material that appears difficult.
- **Reduce to Melody/Chord Accompaniment:** Another learning activity is to reduce the material to its simplest form. Once a student can dissect what chord is found within the accompaniment, simply reduce it to a held chord (similar to how you started at the beginning of Alfred Book) and once the fingering positions, chords feel more comfortable add back in the written notation

- **Search for Patterns:** Music is made of patterns. Search for them. How many times do they repeat? Is it that same idea but places in a different key?
- Actively participate in any classroom discussions
- Handouts or Worksheets as needed
- Peer or Self Journal/Responses
- Various media examples, including YouTube.com clips
- Rehearsal Assessments
- Performance Assessments

Suggested Repertoire: With this suggested repertoire, there is increased difficulty operating in the new keys of F major, D minor and A minor. Although the left hand accompaniment is getting more complex, it consists of repetitive broken chords and scalar patterns.

F major: (Alfred Book 1)
 Little Brown Jug
 Auld Lang Syne

A minor:
 Jericho
 Greensleeves

D minor:
 Scarborough Fair

RESOURCES

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Equipment Needed:

- Computers
- Internet Connectivity
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UNIT OVERVIEW TEMPLATE

Area: Instrumental Music

Unit Title: Advancing Piano Repertoire II

Target Course/Grade Level: Advanced Piano, Grades 10 – 12

Unit Summary: Students will continue to develop playing in multiple positions, building chords, building technical ability, and developing both hands to play simultaneously and independently using repertoire from a variety of genres, styles, cultures, and time periods.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

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- Analyzing situations
- Solving problems
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- Reflecting
- Ethical responsibility

Unit Understandings:

Students will understand that...

- Utilizing music terminology and reading music is imperative to musical keyboarding.
- The students will be able to recognize notes, chord symbols, and musical terminology that will enhance their performing experience.
- Performing musical works allows a student to expand his/her musical knowledge.
- Performing with correct fingerings maximizes efficiency and achievement.
- Complex rhythms consisting of offbeat patterns require subdivision.
- Coordination and independence of both hands on the piano is a lifelong musical skill.

Unit Essential Questions:

- What is a natural minor scale?
- What is the hierarchy of rhythm?
- What are half steps and whole steps?
- What is a chromatic scale?
- What is syncopation?
- What is subdivision?
- How do I perform two different things in two different hands?
- How do I choose positions when it is not clearly defined?

Knowledge and Skills:

Students will know...

- All 12 major scales.
- C chromatic scale.
- E, B, and G natural minor scale.
- The hierarchy of rhythm.

Students will be able to...

- Perform all 12 major scales.
- Perform a C chromatic scale.
- E, B, and G natural minor scale.
- Perform syncopated rhythms.

- Break down a rhythm into the next smallest division
- Transition between simple chord progressions in the right and left hands.
- Perform in multiple time signatures and key signatures.
- Perform melody and accompaniment in different hands at the same time.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **Performance Hearing/Quiz:** Quizzes assess students for factual information, concepts, and discrete skills. (may utilize online or recording resources)
- **Self-Assessment:** A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals, and plan the next steps in their learning.
- **Student Conference:** One-on-one conversations with students to check their level of understanding.
- **Verbal Checks for Understanding:** Students make connections, support ideas with evidence, and demonstrate their understanding by answering questions about the content. Questions might be asked about the following: characteristics, relationships, examples, similarities and differences, problems to solve, criteria for judging, conclusions to be drawn, evidence to support a conclusion, alternatives, or different approaches to consider.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Warmups and Exercises:** Without the keyboard, practicing fingering 1 - 5 on both the right hand and left hand, practicing separately and together
- **Exercises:** Finger Buster - performing a combination of 1 - 2, 1 - 3, 1 - 4, 1 - 5 on both the right hand and left hand, practicing separately and together
- Fingering Position Changes in a C Major Scale - right hand
- **Playing as an Ensemble:** performing classroom exercises with the audio speakers on, listening and performing together as an ensemble
- **One Hand then the Other:** As repertoire difficulty increases and simultaneous parts become increasingly demanding. It is beneficial to practice one hand, then the other and then search for common threads between the two. On which beats or parts of the beat do the hands meet up?
- **Chord/Scale Analysis:** As repertoire difficulty increases, students can benefit from breaking down music into zones. Measure 1 - 4 is in A minor but Measure 5 - 6 is in D minor. These simple moments of analysis bring clarity and simplify material that appears difficult.
- **Reduce to Melody/Chord Accompaniment:** Another learning activity is to reduce the material to its simplest form. Once a student can dissect what chord is found within the accompaniment, simply reduce it a held chord (similar to how you started at the beginning of Alfred Book) and once the fingering positions, chords feel more comfortable add back in the written notation

- **Search for Patterns:** Music is made of patterns. Search for them. How many times do they repeat? Is it that same idea but places in a different key? Actively participate in any classroom discussions
- Handouts or Worksheets as needed
- Peer or Self Journal/Responses
- Various media examples, including YouTube.com clips
- Rehearsal Assessments
- Performance Assessments

Suggested Repertoire: This first group of suggested repertoire is another step forward in difficulty. These two selections feature much more complicated accompaniment patterns, but they still are patterns. “The Entertainer” features a heavy use of syncopation.

The Entertainer (Alfred Book 1)
Amazing Grace (Alfred Book 1)

These next four suggestion repertoire are a transition from the Alfred LH accompaniment style. Chord accompaniments are not written in the familiar voicings. There are less repetitive patterns. The difficulty is a little easier here to make the transition from repertoire outside the Alfred Book.

Crazy Computer - Goldston
Puff the Magic Dragon - Lipton (Silver Dawn Music)
This Land is Your Land - Guthrie
A Puppy Named Mozart - Goldston

RESOURCES

Teacher Resources:

- Lesson Plans
- <http://www.YouTube.com>
- Palmer, W, Manus, M, Lethco, A. *Alfred Adult Piano Method, Book One*. Los Angeles: Alfred Publishing Company.
- Elliott, D. (2014). *Music Matters: A New Philosophy of Music Education*. Second edition. New York: Oxford University Press.
- Reimer, B. (2002). *A Philosophy of Music Education*. Third edition. Englewood Cliffs, NJ: Prentice-Hall, Inc.
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- Edgar, Scott N. (2019). *Music Education and Social Emotional Learning*. First Edition. Chicago, IL. Gia Publications

Equipment Needed:

- Computers
- Internet Connectivity

- LCD Projector
- White Board
- Electric Keyboard
- Sound System

UNIT OVERVIEW

Area: Instrumental Music

Unit Title: Advancing Piano Repertoire III

Target Course/Grade Level: Advanced Piano, Grades 10 – 12

Unit Summary: Students will continue to develop playing in multiple positions, building chords, building technical ability, and developing both hands to play simultaneously and independently using repertoire from a variety of genres, styles, cultures, and time periods.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3D.12nov.Cr1a.** Create melodic, rhythmic and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies.
- 1.3D.12int.Cr1a.** Create melodic, rhythmic and harmonic ideas for melodies over specified chord progressions or AB/ABA forms as well as two to three-chord accompaniments for given melodies.
- 1.3C.12int.Pr5a.** Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- 1.3C.12int.Pr5a.** Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- 1.3C.12prof.Pr5a.** Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- 1.3C.12nov.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- 1.3C.12int.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
- 1.3C.12int.Pr6b.** Demonstrate an understanding of the context of the music through prepared and improvised performances.
- 1.3C.12prof.Pr6b.** Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
- 1.3C.12nov.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3C.12int.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1. Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2. Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3. Investigate new challenges and opportunities for personal growth, advancement, and transition.

Interdisciplinary Connections and Standards:

- RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Core SEL Competencies

Self-Awareness: The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Self-Management: The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

Responsible Decision Making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

Unit Understandings:

Students will understand that...

- Utilizing music terminology and reading music is imperative to musical keyboarding.
- The students will be able to recognize notes, chord symbols, and musical terminology that will enhance their performing experience.
- Performing musical works allows a student to expand his/her musical knowledge.
- Performing with correct fingerings maximizes efficiency and achievement.
- Coordination and independence of both hands on the piano is a lifelong musical skill.

Unit Essential Questions:

- What is a natural minor scale?
- What is the hierarchy of rhythm?
- What are half steps and whole steps?
- What is a chromatic scale?
- How do I perform two different things in two different hands?
- How do I choose positions when it is not clearly defined?

Knowledge and Skills:

Students will know...

- All 12 major scales.
- C chromatic scale.
- F#, Db, and Ab natural minor scale
- The hierarchy of rhythm.

Students will be able to...

- Perform all 12 major scales.
- Perform a C chromatic scale.
- F#, Db, Ab natural minor scale.
- Transition between simple chord progressions in the right and left hands.
- Perform in multiple time signatures and key signatures.
- Perform melody and accompaniment in different hands at the same time.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

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Learning Activities:

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- Fingering Position Changes in a C Major Scale - right hand
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- **Search for Patterns:** Music is made of patterns. Search for them. How many times do they repeat? Is it that same idea but places in a different key? Actively participate in any classroom discussions
- Handouts or Worksheets as needed
- Peer or Self Journal/Responses

- Various media examples, including YouTube.com clips
- Rehearsal Assessments
- Performance Assessments

Suggested Repertoire:

These two pieces represent the greatest challenge for hand independence, requiring shifting finger positions. There are still patterns but they are much more complex. Although these two pieces are arrangements, they are good representatives of the composer's original intent.

Menuet - J.S. Bach
 Fur Elise - Beethoven, arr. McArthur

These two pieces are a challenge in that students are asked to perform above and below the staff with multiple ledger lines. These notes are outside the comfort zone of previous repertoire.

La Candeur
 In May - Behr

These two pieces have recurring patterns and sound harder than they actually are. They both feature hand independence and require a focus on the LH.

March of the Gnomes - Mier
 Moonlit Shores - Hartsell

RESOURCES

Teacher Resources:

- Lesson Plans
- <http://www.YouTube.com>
- Palmer, W, Manus, M, Lethco, A. *Alfred Adult Piano Method, Book One*. Los Angeles: Alfred Publishing Company.
- Elliott, D. (2014). *Music Matters: A New Philosophy of Music Education*. Second edition. New York: Oxford University Press.
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Equipment Needed:

- Computers
- Internet Connectivity

- LCD Projector
- White Board
- Electric Keyboard
- Sound System

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Introduction to Jazz Piano

Target Course/Grade Level: Advanced Piano, Grades 10 – 12

Unit Summary: Students will continue to navigate the instrument. Students will explore the act of improvisation and “comping.” Students will continue to play in C and G position, building chords, building technical ability, and developing both hands to play simultaneously and independently using repertoire from a variety of genres, styles, cultures, and time periods.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3.C.12nov.Cr1a.** Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
- 1.3.C.12int.Cr1a.** Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
- 1.3.C.12prof.Cr1a.** Compose and improvise ideas for melodies, rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
- 1.3D.12nov.Cr1a.** Create melodic, rhythmic and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies.
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- 1.3D.12prof.Cr1a.** Create melodic, rhythmic and harmonic ideas for improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).
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- 1.3C.12int.Pr6b.** Demonstrate an understanding of the context of the music through prepared and improvised performances.
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Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2.** Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3.** Investigate new challenges and opportunities for personal growth, advancement, and transition.

Interdisciplinary Connections and Standards:

- RI.11-12.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
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Core SEL Competencies

Self-Awareness: The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

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- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Self-Management: The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

Responsible Decision Making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

Unit Understandings:

Students will understand that...

- Utilizing music terminology and reading music is imperative to musical keyboarding.
- The students will be able to recognize notes, chord symbols, and musical terminology that will enhance their performing experience.
- Performing musical works allows a student to expand his/her musical knowledge.
- Performing with correct fingerings maximizes efficiency and achievement.
- Coordination and independence of both hands on the piano is a lifelong musical skill.
- Scales and chords are at the foundation for all music.
- Jazz is a truly American musical art form with its own unique language of interpretation and expression.
- A well-educated jazz musician must be able to perform in a wide range of musical styles—or be able to enter into discussions with other musicians about various musical styles, genres, or performance media.
- The art of “comping” and improvising is a unique and important skill set within the jazz performance idiom.

Unit Essential Questions:

- What is a blues scale (review)?
- What is a dominant seventh chord?
- What is “comping?”
- What is a chord progression?
- What is the blues?
- What is improvisation?

- What are jazz chord symbols?

Knowledge and Skills:

Students will know...

- All 12 major scales.
- C chromatic scale.
- C diatonic chord progression.
- C and G pentatonic scale.
- C and G blues scale.
- I, IV, and V7 chords in C major and G major.
- How to alter a chord from major to minor to diminished.
- How to interpret basic jazz chord symbols.

Students will be able to...

- Perform all 12 major scales.
- Perform a C chromatic scale.
- Perform a C diatonic chord progression.
- Perform I, IV, and V7 chords in C and G major.
- Perform a C and G pentatonic scale.
- Perform a C and G blues scale.
- Interpret basic jazz chord symbols.
- “Comp” a blues progression in C and G major using the accompaniment, found within the repertoire.
- “Comp” a blues progression in C and G major using knowledge of chords, inversions and voicings.
- Improvise a simple melody in C blues or pentatonic.
- Improvise a simple melody in G blues or pentatonic.
- Transition between simple chord progressions in the right and left hands.
- Perform in multiple time signatures and key signatures.
- Perform melody and accompaniment in different hands at the same time.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **Performance Hearing/Quiz:** Quizzes assess students for factual information, concepts, and discrete skills. (may utilize online or recording resources)

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Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Warmups and Exercises:** Without the keyboard, practicing fingering 1 - 5 on both the right hand and left hand, practicing separately and together
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- Performance Assessments

Suggested repertoire:

Got Those Blues!
 Why Am I Blue?
 C Jam Blues - Duke Ellington
 Neat Beat - Mier
 Just Strutting Along - Mier
 Kitty Cat Blues - Goldston
 Beach Buggy Boogie - Mier
 Rock Around the Clock - DeKnight

RESOURCES

Teacher Resources:

- Lesson Plans
- <http://www.YouTube.com>
- The Real Real Book (C edition)

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Equipment Needed:

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UNIT OVERVIEW TEMPLATE

Content Area: Instrumental Music

Unit Title: Introduction to Pop Piano

Target Course/Grade Level: Advanced Piano, Grades 10 – 12

Unit Summary: Students will continue to navigate the instrument. Students will explore the act of improvisation and “comping”. Students will continue to play in a variety of positions, building chords, building technical ability, and developing both hands to play simultaneously and independently using repertoire from a variety of genres, styles, cultures, and time periods.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3.C.12nov.Cr1a.** Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
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- Self-motivation
- Goal-setting
- Organizational skills

Responsible Decision Making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

Unit Understandings:

Students will understand that...

- Utilizing music terminology and reading music is imperative to musical keyboarding.
- The students will be able to recognize notes, chord symbols, and musical terminology that will enhance their performing experience.
- Performing musical works allows a student to expand his/her musical knowledge.
- Performing with correct fingerings maximizes efficiency and achievement.
- Coordination and independence of both hands on the piano is a lifelong musical skill.
- Scales and chords are at the foundation for all music.
- The art of “comping” within popular music is derived from a foundation within the jazz performance idiom.

Unit Essential Questions:

- What is a Major seventh chord?
- What is a Minor seventh chord?
- What is a sus chord?
- What is a ninth chord?
- What are popular chord symbols?

Knowledge and Skills:

Students will know...

- All 12 major scales

- C chromatic scale
- C & G diatonic chord progression
- I, IV, V7 chords in C, G, D, A and E major
- How to alter a chord from major to minor to diminished
- How to alter a seventh chord

Students will be able to...

- Perform all 12 major scales.
- Perform a C chromatic scale.
- Perform C and G diatonic chord progressions.
- Perform I, IV, and V7 chords in C, G, D, A, and E major.
- Interpret basic pop chord symbols.
- “Comp” a chord progression in C, G, D, and A major/minor using the accompaniment, found within the repertoire.
- “Comp” a blues progression in C, G, D, and A major/minor using knowledge of chords, inversions and voicings.
- Transition between simple chord progressions in the right and left hands.
- Perform in multiple time signatures and key signatures.
- Perform melody and accompaniment in different hands at the same time.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **Performance Hearing/Quiz:** Quizzes assess students for factual information, concepts, and discrete skills. (may utilize online or recording resources)
- **Self-Assessment:** A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals, and plan the next steps in their learning.
- **Student Conference:** One-on-one conversations with students to check their level of understanding.
- **Verbal Checks for Understanding:** Students make connections, support ideas with evidence, and demonstrate their understanding by answering questions about the content. Questions might be asked about the following: characteristics, relationships, examples, similarities and differences, problems to solve, criteria for judging, conclusions to be drawn, evidence to support a conclusion, alternatives, or different approaches to consider.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Warmups and Exercises:** Without the keyboard, practicing fingering 1 - 5 on both the right hand and left hand, practicing separately and together
- **Exercises:** Finger Buster - performing a combination of 1 - 2, 1 - 3, 1 - 4, 1 -5 on both the right hand and left hand, practicing separately and together
- Fingering Position Changes in a C Major Scale - right hand
- **Playing as an Ensemble:** Performing classroom exercises with the audio speakers on, listening and performing together as an ensemble
- Actively participate in any classroom discussions
- Handouts or Worksheets as needed
- Peer or Self Journal/Responses
- Various media examples, including YouTube.com clips
- Rehearsal Assessments
- Performance Assessments

Suggested repertoire:

Take the A Train - Duke Ellington
 I Saw You Standing There - Beatles
 Clocks - Cold Play
 The Scientist - Cold Play
 Yesterday - Beatles
 What's I Say - Ray Charles
 Aint' No Way - Aretha Frankln
 All of Me - John Legend
 Fallin' - Alicia Keys

RESOURCES

Teacher Resources:

- Lesson Plans
- <http://www.YouTube.com>
- The Pop Music Fakebook (C edition)
- Palmer, W, Manus, M, Lethco, A. *Alfred Adult Piano Method, Book One*. Los Angeles: Alfred Publishing Company.
- Elliott, D. (2014). *Music Matters: A New Philosophy of Music Education*. Second edition. New York: Oxford University Press.
- Reimer, B. (2002). *A Philosophy of Music Education*. Third edition. Englewood Cliffs, NJ]: Prentice-Hall, Inc.
- Alsobrook, Joseph (2002). *Pathways: A Guide for Energizing & Enriching Band, Orchestra & Choral Programs*. First Edition. Chicago, IL. Gia Publications.
- Edgar, Scott N. (2019). *Music Education and Social Emotional Learning*. First Edition. Chicago, IL. Gia Publications

Equipment Needed:

- Computers

- Internet Connectivity
- LCD Projector
- White Board
- Electric Keyboard
- Sound System

UNIT OVERVIEW TEMPLATE

Content Area: Instrumental Music

Unit Title: Responding to Music as an Accomplished Pianist: Evaluating Music and Music Performances

Target Course/Grade Level: Advanced Piano, Grades 10 – 12

Unit Summary: Music is a way for people to express themselves. This unit is designed to help students develop skills to continue their growth in how to evaluate and communicate about music and musical performances. Students will discuss the musical qualities in choral repertoire heard or studied that evoke various responses or emotions in listeners and performers. Students will use established criteria and appropriate musical terminology to write critiques of music and musical performances. This unit will build relationships between music, the other arts, and disciplines outside the arts.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3B.12acc.Re9a.** Explain the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of music theory as well as compositional techniques and procedures.
- 1.3B.12acc.Re9b.** Describe ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.
- 1.3B.12adv.Re9a.** Evaluate the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of theoretical concepts and complex compositional techniques and procedures.
- 1.3C.12acc.Pr6a.** Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.
- 1.3C.12acc.Pr6b.** Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.
- 1.3C.12adv.Pr6a.** Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
- 1.3C.12adv.Pr6b.** Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances.
- 1.3C.12acc.Re7a.** Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
- 1.3C.12acc.Re7b.** Explain how the analysis of structures and contexts inform the response to music.
- 1.3C.12adv.Re7a.** Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music and individual and ensemble purpose and context.
- 1.3C.12adv.Re7b.** Demonstrate and justify how the analysis of structures, contexts and performance decisions inform the response to music

1.3B.12prof.Cn10a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

Career Readiness, Life Literacies, and Key Skills:

9.4.12.CI.1. Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.2. Identify career pathways that highlight personal talents, skills, and abilities.

9.4.12.CI.3. Investigate new challenges and opportunities for personal growth, advancement, and transition.

Interdisciplinary Connections and Standards:

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Core SEL Competencies

Self-Awareness: The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Social Awareness: The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

Responsible Decision Making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

Unit Understandings:

Students will understand that...

- Music is a way for people to express themselves.
- The elements of music reflect upon the composer's choices and intent.
- Knowledge can be gained through careful critique and analysis on musical performance.

Unit Essential Questions:

- What do I listen for in music?
- How do the elements of music help me to improve my understanding of musical performance?
- Why do we appreciate certain types of music and certain composers?
- How do the elements of music help to determine the importance of music in my life?
- What is the composer's intent?
- What musical choices have been made?
- What do the musical choices represent?

Knowledge and Skills:

Students will know...

- How to compare two artistic works and note similarities and differences
- How to compare two musical works and note similarities and differences in phrasing, tempo, dynamic levels, tone quality, and use of articulations.
- How to compare and contrast the musical vocabulary when discussing a musical work: phrasing, tempo, dynamics, tone quality and articulations.
- How to describe compositional elements in repertoire being studied that may convey a particular emotion or mood.
- How to discuss the musical qualities in musical repertoire heard or studied that evoke various responses or emotions in listeners and performers.

Students will be able to...

- Listen to recordings of music and analyze and discuss elements of the composition and interpretation.
- Analyze musical works being rehearsed and compositional elements that affect performance.

- Compare and contrast the terms under discussion: phrasing, tempo, dynamics, tone quality, and articulations.
- Explore the relationship of music and text in repertoire being studied, including understanding the text as literature and identifying musical devices that enhance its meaning.
- Recognize how choral performance can be enhanced through related art forms such as dance and visual arts.
- Play a recording of two similar groups (high school to high school, for example) and compare the groups using each of the terms.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **Class Discussion:** Even in smaller information chunks, for ex., Padlet.
- **Exit Cards:** Exit cards are written student responses to questions posed at the end of a class, learning activity, or the end of a day.
- **Journal Responses:** A process in which students collect information and communicate opinions about their musical process/journey. What do they hear? Why do they hear it? This process develops their progress toward their musical opinions, their intended learning goals, and plan the next steps in their learning.
- **Student Lesson/Conference:** One-on-one conversations with students to check their level of understanding.
- **Verbal Checks for Understanding:** Students make connections, support ideas with evidence, and demonstrate their understanding by answering questions about the content. Questions might be asked about the following: characteristics, relationships, examples, similarities and differences, problems to solve, criteria for judging, conclusions to be drawn, evidence to support a conclusion, alternatives, or different approaches to consider.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Actively participate in any classroom discussions
- Handouts or Worksheets as needed
- Peer or Self Journal/Responses
- Various media examples, including YouTube.com clips
- In-school master classes by approved industry professionals
- Various Forms of Communicating: Vlog, Audio Interview or Podcast, Written Responses, Slide Show, etc.

RESOURCES

Teacher Resources:

- Lesson Plans
- <http://www.YouTube.com>
- Elliott, D. (2014). *Music Matters: A New Philosophy of Music Education*. Second edition. New York: Oxford University Press.
- Reimer, B. (2002). *A Philosophy of Music Education*. Third edition. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Alsobrook, Joseph (2002). *Pathways: A Guide for Energizing & Enriching Band, Orchestra & Choral Programs*. First Edition. Chicago, IL. Gia Publications.
- Edgar, Scott N. (2019). *Music Education and Social Emotional Learning*. First Edition. Chicago, IL. Gia Publications.

Equipment Needed:

- Computers
- Internet Connectivity
- LCD Projector
- White Board
- Electric Keyboard
- Sound System

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Responding to Music as an Accomplished Pianist: Understanding Music in Relation to History and Culture

Target Course/Grade Level: Advanced Piano, Grades 10 – 12

Unit Summary: Music throughout history has been a way for people to express themselves. A culture's traditions and history are told through its art. This unit is designed to continue students' explorations of the genre, style, composer, and historical background of the repertoire being studied. Students will continue to develop skills to evaluate and communicate about music and musical performances. Students will use established criteria and appropriate musical terminology to write critiques of music and musical performances. This unit will build relationships between music, the other arts, and disciplines outside the arts.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3B.12acc.Pr6a.** Share live or recorded performances of works (both personal and others') and explain how the elements of music and compositional techniques are used to convey intent.
- 1.3B.12acc.Pr6b.** Explain how compositions are appropriate for both audience and context, and how this will shape future compositions.
- 1.3B.12adv.Pr6a.** Share live or recorded performances of works (both personal and others') and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed.
- 1.3B.12adv.Pr6b.** Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions.
- 1.3D.12prof.Re9a.** Compare passages in musical selections and explain how the elements of music and context (e.g., social, cultural, historical) inform the response.
- 1.3D.12acc.Re9a.** Explain how the analysis of the structures and context (e.g., social, cultural, historical) of contrasting musical selections informs the response.
- 1.3D.12adv.Re9a.** Demonstrate and justify how the structure functions within a variety of musical selections, and distinguish how context (e.g., social, cultural, historical) and creative decisions inform the response.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2.** Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3.** Investigate new challenges and opportunities for personal growth, advancement, and transition.

Interdisciplinary Connections and Standards:

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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Core SEL Competencies

Self-Awareness: The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
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- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

Responsible Decision Making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating

- Reflecting
- Ethical responsibility

Unit Understandings:

Students will understand that...

- Music is a way for people to express themselves.
- Music is a source for the most personal experience as well as the most communal.
- Music has influenced world cultures throughout history.
- The study, analysis and resulting performance of music literature (secular, sacred, folksongs, spirituals, popular, Broadway, multicultural, and world music) contributes not only to a comprehensive music education, but also to the appreciation and respect of other world cultures and societies.
- Music has always been intertwined with various cultures. Various factors influenced how composers of different periods wrote their music and how society/culture acted in response to the artistic creation.
- Knowledge can be gained through careful critique and analysis on musical performance.

Unit Essential Questions:

- What do I listen for in music?
- How do the elements of music help me to improve my understanding of musical performance?
- Why do we appreciate certain types of music and certain composers?
- How do the elements of music help to determine the importance of music in my life?
- What is the composer's intent?
- What musical choices have been made?
- What do the musical choices represent?
- How does music and the arts represent the culture, time period that it comes from?
- What is the impact of the arts on culture and history?
- How do the traits of different cultures influence the music they produce?

Knowledge and Skills:

Students will know...

- How to compare musical works and note similarities and differences in phrasing, tempo, dynamic levels, tone quality, and use of articulations.
- How to compare and contrast the musical vocabulary when discussing a musical work: phrasing, tempo, dynamics, tone quality, and articulations.
- How to describe compositional elements in repertoire being studied that may convey a particular emotion or mood.
- How to discuss the musical qualities in musical repertoire heard or studied that evoke various responses or emotions in listeners and performers from other cultures or past history.

Students will be able to...

- Develop an appreciation and understanding of the importance of music within culture.

- Develop the skills to understand how culture/society defines art and how art defines culture/society.
- Listen to recordings of music and analyze and discuss elements of the composition and interpretation as it pertains to history/culture
- Analyze musical works being rehearsed and compositional elements that affect performance.
- Explore the relationship of music and text in repertoire being studied, including understanding the text as literature and identifying musical devices that enhance its meaning.
- Explore the relationship of music as an expression of history and culture.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **Class Discussion:** Even in smaller information chunks, for ex., Padlet.
- **Exit Cards:** Exit cards are written student responses to questions posed at the end of a class, learning activity, or the end of a day.
- **Journal Responses:** A process in which students collect information and communicate opinions about their musical process/journey. What do they hear? Why do they hear it? This process develops their progress toward their musical opinions, their intended learning goals, and plan the next steps in their learning.
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Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Actively participate in any classroom discussions
- Handouts or Worksheets as needed
- Peer or Self Journal/Responses
- Various media examples, including YouTube.com clips
- In-school master classes by approved industry professionals
- Various Forms of Communicating: Vlog, Audio Interview or Podcast, Written Responses, Slide Show, etc..

RESOURCES

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- Reimer, B. (2002). *A Philosophy of Music Education*. Third edition. Englewood Cliffs, NJ: Prentice-Hall, Inc.
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